I. COURSE PURPOSE

This course is the second part of the two-semester course continuum in which foundation knowledge, skills, and values for professional social work practice are taught. It prepares students to apply the generalist perspective to social work practice with groups, organizations, and communities. Lectures, group exercises, seminar discussion, agency-based case examples, and class assignments are designed to provide the student with opportunities to increase understanding and develop proficiency in the generalist intervention model.

Generalist practice is characterized by its multi-theoretical approach to assessment and multi-method approach to planned changes. Generalist practice is applicable to diverse fields of human services, agency settings, program services, populations, and human needs. It is the foundation level of professional social work practice and stems from the primary mission of the social work profession, “To enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people, who are vulnerable, oppressed, and living in poverty” (NASW, 1999, p. 1).

This course is intended to assist the student in understanding theories and methods to assess and facilitate change in organizations and communities in an effort to improve human well-being, particularly the well-being of people living in poverty. This course will offer students the opportunity to reflect on, critique, and demonstrate a beginning competence in small group, organization, and community practice.
II. EDUCATIONAL OBJECTIVES

1. To understand the use of small groups as an intervention tool in organizations and communities.

2. To appreciate the effect of values in shaping strategies, methods, and change goals in macro social work practice.

3. To understand ethical considerations particular to macro social work practice.

4. To demonstrate increased self-awareness of personal and professional beliefs, attitudes, and values as they influence one’s practice with diverse groups and vulnerable populations, particularly within the context facilitating task groups, and seeking change in organizations and communities.

5. To understand the role and importance of drawing on group, organization, and community strengths and assets in assessing and intervening systems for macro social work practice.

6. To appreciate the effects of policy, community, environmental, organizational, and small group factors on attitudes and patterns of behavior with diverse populations.

7. To learn a framework for analyzing or assessing power and to understand the role of power in task groups, organizations, and communities with particular attention to promoting justice for vulnerable and marginalized populations.

8. To demonstrate an understanding of the role of power and group dynamics in task groups.

9. To integrate theories of human behavior and the social environment to processes that engage groups, organizations, and communities.

10. To understand neighborhoods and communities as sociological and cultural phenomena.

11. To learn and demonstrate competency in drawing on assets and strengths to analyze communities.

12. To understand the basic models of intervention in community practice with diverse populations, i.e., community organizing, community development, and social planning.

13. To learn techniques and frameworks for organizational analysis (assessment) and community practice.
III. COURSE REQUIREMENTS

A. Required Texts


B. Recommended Texts


Reference Texts


C. Course Assignments

1. **Analysis of Power: (10% of grade)**. Students will write an analysis of power using the Grassroots Policy Project, class readings, and materials covered in class. (See assignment guidelines.) **Due class 3.**

2. **Coverdale Assignment (20% of grade)**. Students will write an analysis and critique of the group process of her/his Coverdale experience. Students should integrate concepts introduced in the Coverdale exercise, and give special attention to the role of power in the task group process (6-8 pages). The paper will be **due Class 6.**

3. **Organization Assignment (30% of grade)**. Students will critically analyze their field agencies according to guidelines handed out in class. **Due Class 11.**

4. **Community Analysis (20% of grade)**: Student groups of 4 or 5 will conduct a community analysis using skills imparted and practiced in class. The community analyses will involve having conversations with community residents; mapping neighborhood associations; mapping neighborhood institutions; analyzing census data, and coming up with a general profile of their community. Using the asset-based community development model, students groups will make recommendations on how the assets found within the community can be brought to bear on community change. Students will need to write up their community analysis profile and submit it for a group grade. Community analyses should be 15-20 pages long (not including attachments), and are **due Exam Week.**

5. **Community Profile Presentation (10% of grade)**: Based on their community analysis, students will need to visually represent their assigned community in preparation for a 25-minute presentation to 606 classmates and instructors. Presentations will take place during
exam week. All sections will meet together and the location will be announced.

D. **Course Participation**
   A high level of class participation is expected from students in this class. Students are expected to attend classes, to participate in class discussions, and to complete written assignments on time.

E. **Accommodations**
   Students with physical, learning or other disabilities wishing to request accommodations must identity with the Disability Support Services office and submit documentation of a disability to the instructor. It is the responsibility of the student to begin the process. More information can be obtained from the Disability Support Services website at [http://dss.cua.edu/](http://dss.cua.edu/)

F. **Academic Honesty**
   As members of the community of scholars at The Catholic University of America, students are expected to act in accordance with the “Academic Graduate and Undergraduate Student Academic Dishonesty” policy available at [http://policies.cua.edu/academicundergrad//integrityfull.cfm](http://policies.cua.edu/academicundergrad//integrityfull.cfm)

G. **Course and Instructor Evaluation**
   NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations/](http://evaluations.cua.edu/evaluations/) using your CUA username and password.

H. **Grading Policy**
   - Analysis of Power 10%
   - Coverdale Assignment 20%
   - Organization Assignment 30%
   - Community Analysis 20%
   - Community Analysis Presentation 10%
   - Attendance and Participation 10%
IV. CLASS SCHEDULE

UNIT ONE: THE USE OF SMALL GROUPS AS VEHICLES FOR ORGANIZATIONAL, COMMUNITY, AND SOCIAL CHANGE

Class 1
1/16/13

Introduction to Macro Social Work Practice: Students will understand key concepts, roles, and skills associated with macro practice in the context of generalist social work practice.

Required Readings


Class 2
1/23/13

Analyzing Power as a Component to Macro Practice: Students will develop an understanding of power, its dimensions, and its manifestations in social work practice. Students will be introduced to principles of anti-oppressive practice. Please report to the Pryzbla Center, Great Room C for class.

Required Reading


Recommended Reading


Class 3 1/30/13

**Intervention Using Task Groups in Social Work Practice (Part I):**

Students will review the difference between treatment and task groups; understand the group as a social system; understand the operative dynamics within groups.

**Power Analysis Due**

**Required Reading**


Class 4 2/6/13

**Intervention Using Task Groups in Social Work Practice (Part II):**

Students will understand the stages of group development and the role of the social worker in each stage.

**Required Reading**


**Recommended Reading**


Class 5 2/12/13

**The Coverdale Exercise** (Class from 3:30 to 7:30. Meet in Great Room C of the Pryzbyla Center.) *** This is a TUESDAY – there will be no class on Wednesday!
Required Reading

No required reading for the week! Come prepared to actively participate. Snacks will be provided.

UNIT TWO: THEORY AND PRACTICE OF SOCIAL WORK IN ORGANIZATIONS

Class 6  
2/20/13  
Social Work Practice in Organizations I: Theories of Organizations and the Assessment of Internal Organizational Structure and Processes  
Students will be introduced to theories of organizations and a conceptual framework for understanding the elements of an organization with an emphasis on the internal elements of an organization. Ethical issues will also be considered.

Coverdale Assignment Due

Required Reading


Clark, B.J.; Abeles, N. (1994). Ethical issues and dilemmas in the mental health organization. Administration and Policy in Mental Health. 22(1), 7-17.

Recommended Reading


Class 7  
2/27/13  
Social Work Practice in Organizations II: Assessing the Task Environment of Organizations  
Students will learn a framework for assessing organizations in their environments.
**Required Reading**


**Recommended Reading**


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<tr>
<th>Class 8</th>
<th>Social Work with Organizations III: Assessing Diversity, Dignity, Empowerment, and Power in Organizations</th>
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**Required Reading**


**Recommended Reading**


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**No Class on March 6th – Spring Break**

**Social Work with Organizations IV: Leadership and Promoting Change within Organizations**

Students will learn models for promoting change within an organization and be introduced to the notion of transformational leadership

**Required Reading**


**Recommended Readings**


**UNIT THREE: THEORY AND PRACTICE OF SOCIAL WORK IN COMMUNITIES AND ETHICAL CONSIDERATIONS FOR MACRO PRACTICE**

**Theories of Community and Intervention Models for Community Practice.** Students will review theories of community practice and be introduced to key community concepts and the primary models associated with assessing and intervening in communities.

View “Leap of Faith” Video: The story takes place in Fitchburg, MA based on a project done by the Twin Cities Community Development Corporation. Students are invited to review the website prior to viewing the video: http://www.twincitiescdc.com/

**Required Reading**

Twin Cities Community Development Corporation of Fitchburg and Leominster, Massachusetts, http://www.twincitiescdc.com/. (Students will be watching a video based on community development work done in Fitchburg. They may want to visit the website before and/or after they view the video.


Recommended Reading


Class 11
4/3/13

Assessing Communities, and Asset-Based Community Development as a Model of Community Practice: Part I Students will be introduced to domains of community assessment, and the complexities of gentrification. They will also be introduced to Asset-Based Community Develop as a model for community practice, and the importance of identifying individual capacities of community residents as the starting point for empowerment-oriented community development processes.

Required Reading:


Recommended Reading:


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**Class 12 / 4/10/13**

**Asset-based Community Development as Model of Community Practice:**

**Part II** Discovering capacities of associations and institutions in community development, and developing a comprehensive and inclusive plan for community development. Students will also be introduced to social capital as an underlying theory for community building.

**Required Reading**


Chapter 9, p. 205 – 226.


Recommended Reading


Class 13 4/17/13

**Social Planning as a Model for Intervening in Communities.**

Students will be develop a beginning understand of social planning as an intervention model for communities.

**Required Reading**


Census website: [http://www.census.gov/](http://www.census.gov/) (Students are asked to review the census webpage, and one of the data sources collected by the census.)
Recommended Reading:


Class 14 4/24/13 Ethical Dilemmas in Macro Practice. Students will be exposed to a variety of issues associated ethics when engaged in macro practice.

Required Reading


Recommended Reading


Sections will meet together where student groups will present their community analyses. Class will run from 4:00 to 8:00.

5/01/13 Reading Day – NO CLASS

Exam Week
5/08/13 Community Presentations and Papers Due